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Child and Adolescent Needs and Strengths (CANS) Massachusetts

For Children and Youth ages *Five through Twenty*

This document contains:

- Form for Identifying Children / Adolescents with Serious Emotional Disturbances (SED)
- Item coding definitions (guidelines for each section)
- CANS items (all items with space to record responses)

You should also refer to this document:

- Item glossary for ages Five through Twenty (a detailed guide to coding each item)

Instructions:

- To complete the CANS, you must be CANS certified by Massachusetts.
For more information on training and certification, visit <https://masscans.ehs.state.ma.us>
- Complete all items (except Transition to Adulthood items if child is under 14 $\frac{1}{2}$). If you know that it will not be possible to obtain data to complete all items, see below ("Incomplete but Final") for instructions.
- Use the Comment field that follows each section to clarify any item responses where appropriate (for example, when conflicting information comes from different sources, or when none of the available responses conveys the clinical reality) and to add essential contextual information. (Each comment field must contain some response, even if "n/a".)
- Complete and sign the form titled "Identifying Children / Adolescents with Serious Emotional Disturbances".
- When the CANS is complete (response to all items), check it as "Complete" and sign and date it on the final page.
- If completion of the CANS will not be possible, (for example, if client did not return to complete the behavioral health assessment) check it as "Incomplete but Final", give the reason for inability to complete, and sign and date it on the final page.
- When final, all the data in "Identifying Children / Adolescents with Serious Emotional Disturbances" and in the CANS become part of the client's medical record.
- CANS information should be updated at the time of each treatment plan review.

For more information and frequently asked questions visit: www.mass.gov/MassHealth/ChildBehavioralHealth

More questions? Email CBHI at: cbhi@state.ma.us

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Clinician Virtual Gateway userid: _____ Clinician Organization/Site: _____

MassHealth ID: _____ Date of Assessment: _____

Client Name (last, first): _____

Date of birth: _____ Race: _____ Ethnicity: _____

Primary Language: _____ Language at Home: _____

Current Living Situation: _____

Assessor Phone Number: _____ NPI: _____

Is this MassHealth-client enrolled in ICC? ☐ Yes ☐ No

Place of Assessment: _____ Level of Care: _____

Identifying Children / Adolescents with Serious Emotional Disturbances¹

Serious Emotional Disturbance (SED) is a term that encompasses one or more mental illnesses or conditions. Whether a member has a SED can be determined by applying either Part I or Part II, below, or both. Identifying a child as having SED is one step in the determination of medical necessity for Intensive Care Coordination. In addition, MassHealth will be tracking SED determinations to guide service system improvements for children and families. Accurate identification of children with SED will assist MassHealth improve services for this population in the future.

A child may have a SED under Part I or Part II or both². All criteria in part 1 and part 2 must be considered and ruled in or out.

Part I:

Please answer the following questions according to your current knowledge of the child or adolescent:

1. Does the child currently have, or at any time in the last 12 months has had, a diagnosable DSM-IV or ICD-10 disorder(s)? Developmental disorders, substance abuse disorders or V-codes are not included unless they co-occur with another DSM-IV or ICD-10 diagnosis.

☐ Yes ☐ No

2. If yes to question 1, please indicate whether those diagnoses resulted in functional impairment which substantially interferes with, or limits, the child's role or functioning in any of the following areas. (Functional impairment is defined as difficulties which substantially interfere with or limit his or her ability to achieve or maintain one or more developmentally appropriate social, behavioral, cognitive, communicative, or adaptive skills. Functional impairments of episodic, recurrent, and continuous duration are included unless they are temporary and expected responses to stressful events in the environment)

☐ Family ☐ School ☐ Community activities ☐ No functional impairment as defined

3. If yes to question 1, and you checked "no functional impairment as defined" in question 2: Would the child have met one or more of the functional impairment criteria in question 2 without the benefit of treatment? (Children who would have met functional impairment criteria during the year without the benefit of treatment or other support services are included.)

☐ Yes ☐ No

¹ SED = "Serious emotional disturbance"

² The determination that a child meets these clinical criteria is not an evaluation under federal and state laws addressing special education.

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Part II:

4. Please indicate if the child has exhibited any of the following over a long period of time, and to a marked degree that adversely affects the child's educational performance:

(a) An inability to learn, that cannot be explained due to intellectual, sensory, or health factors.

☐ Yes ☐ No

If yes to (a), is this solely the result of autism, mental retardation, specific learning disability, hearing impairment, visual impairment, deaf-blindness, speech or language impairment, orthopedic impairment, traumatic brain injury, other health impairment, or multiple disabilities not including a serious emotional disturbance?

☐ Yes

☐ No

(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

☐ Yes ☐ No

If yes to (b), is this solely the result of autism, mental retardation, specific learning disability, hearing impairment, visual impairment, deaf-blindness, speech or language impairment, orthopedic impairment, traumatic brain injury, other health impairment, or multiple disabilities not including a serious emotional disturbance?

☐ Yes

☐ No

(c) Inappropriate types of behavior or feelings under normal circumstances.

☐ Yes ☐ No

If yes to (c), is this solely the result of autism, mental retardation, specific learning disability, hearing impairment, visual impairment, deaf-blindness, speech or language impairment, orthopedic impairment, traumatic brain injury, other health impairment, or multiple disabilities not including a serious emotional disturbance?

☐ Yes

☐ No

(d) A general pervasive mood of unhappiness or depression.

☐ Yes ☐ No

If yes to (d), is this solely the result of autism, mental retardation, specific learning disability, hearing impairment, visual impairment, deaf-blindness, speech or language impairment, orthopedic impairment, traumatic brain injury, other health impairment, or multiple disabilities not including a serious emotional disturbance?

☐ Yes

☐ No

(e) A tendency to develop physical symptoms or fears associated with personal or school problems.

☐ Yes ☐ No

If yes to (e), is this solely the result of autism, mental retardation, specific learning disability, hearing impairment, visual impairment, deaf-blindness, speech or language impairment, orthopedic impairment, traumatic brain injury, other health impairment, or multiple disabilities not including a serious emotional disturbance?

☐ Yes

☐ No

5. Please check this box if you identified a functional impairment in question 2 or answered "yes" to question 3 →

☐ **The child / adolescent has SED under Part I.**

6. Please check this box if you checked one or more "no" boxes in the right hand column of question 4 →

☐ **The child / adolescent has SED under Part II.**

Clinician Name, degree (print): _____

Clinician signature: _____ Date: _____

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ITEM CODING DEFINITIONS

For **Life Domain Functioning**, the following categories and symbols are used:

- 0 - Indicates a life domain in which the child is excelling. This is a significant asset.
- 1 - Indicates a life domain in which the child is doing OK. This is a potential asset.
- 2 - Indicates a life domain in which the child is having problems. Help is needed to improve this life domain into an asset.
- 3 - Indicates a life domain in which the child is having significant problems. Intensive help is needed to improve functioning into an asset.

For **Behavioral/Emotional Needs, Risk Behaviors, Caregiver Resources and Needs, and Acculturation** the following categories and action levels are used:

- 0 - Indicates a dimension where there is no evidence of need. This may be an asset.
- 1 - Indicates a dimension that requires monitoring, watchful waiting, or preventive action.
- 2 - Indicates a dimension that requires action to ensure that this risk behavior or identified need will be addressed.
- 3 - Indicates a dimension that requires immediate or intensive action.

For **Transition to Adulthood**, the following categories and action levels are used:

- 0 - Indicates a dimension where there is no evidence of need. This may be an asset.
- 1 - Indicates a dimension that requires monitoring, watchful waiting, or preventive activities.
- 2 - Indicates a dimension that requires action to ensure that this risk behavior or identified need will be addressed.
- 3 - Indicates a dimension that requires immediate or intensive action.

For **Child's Strengths** the following categories and action levels are used:

- 0 - Indicates a domain where strengths exist that can be used as a foundation for a strength-based plan.
- 1 - Indicates a domain where strengths exist, but some strength building efforts are required in order for these strengths to serve as a foundation for a strength-based plan.
- 2 - Indicates a domain where strengths have been identified, but significant strength building efforts are required to develop them into the foundation of a strength-based plan.
- 3 - Indicates a domain in which work is needed in order to identify potential strengths for strength building efforts to begin.

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LIFE DOMAIN FUNCTIONING

<i>Circle one</i>	1. FAMILY Please rate the highest level from the past 30 days
0	Child is doing well in relationships with family members.
1	Child is doing adequately in relationships with family members, although some problems may exist. For example, some family members may have problems in their relationships with child. Arguing may be common but does not result in major problems.
2	Child is having significant problems with parents, siblings and/or other family members. Frequent arguing, difficulty maintaining positive relationships may be observed.
3	Child is having severe problems with parents, siblings, and/or other family members. This would include problems of domestic violence, absence of any positive relationships, etc.

<i>Circle one</i>	2. SOCIAL FUNCTIONING Please rate the highest level from the past 30 days
0	Child has no evidence of problems and has developmentally appropriate social functioning.
1	Child has some minor problems with his/her social relationships.
2	Child has problems with social functioning that interfere with other life domains.
3	Child is experiencing severe disruptions in his/her social functioning. Child may have no friends or have constant conflict in relations with others.

<i>Circle one</i>	3. MEDICAL/PHYSICAL Please rate the highest level from the past 30 days
0	Child is healthy.
1	Child has some medical/physical problems that require treatment.
2	Child has chronic illness that requires ongoing medical intervention.
3	Child has life threatening illness or physical condition.

<i>Circle one</i>	4. DEVELOPMENTAL DELAY Please rate the highest level from the past 30 days
0	Child has no developmental problems.
1	Child has some problems with immaturity, or there are concerns about possible developmental delay. Child may have low IQ.
2	Child has developmental delays or mild mental retardation.
3	Child has severe and pervasive developmental delays or profound mental retardation.

<i>Circle one</i>	5. LEARNING IMPAIRMENT Please rate the highest level from the past 30 days
0	No evidence of learning impairment
1	Mild to moderate learning impairment. Current circumstances may temporarily impair learning, but child is expected to return to normal learning trajectory.
2	Significant learning impairment. Child is struggling to learn, and unless challenges are addressed learning will remain impaired.
3	Severe learning impairment. Child is currently unable to learn. Current challenges are preventing any learning.

<i>Circle one</i>	6. SEXUALITY This item refers to a broad range of issues related to sexuality including sexual preoccupations, behavior, and concerns with sexual identity. Please rate the highest level from the past 30 days
0	Child has no issues with regard to his/her sexuality
1	Child has some issues with sexuality, but these do not interfere with his/her functioning in other life domains.
2	Child has problems with sexuality that interfere with his/her functioning in other life domains.
3	Child has severe problems with his/her sexuality.

<i>Circle one</i>	7. SELF CARE This rating describes the child's ability to perform developmentally appropriate self-care tasks. Please rate the highest level from the past 30 days
0	Child's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the child has any problems performing daily living skills.
1	Child requires verbal prompting on self-care tasks or daily living skills.
2	Child requires assistance (physical prompting) on self-care tasks, or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting).
3	Child requires attendant care on more than one of the self-care tasks - eating, bathing, dressing, toileting.

<i>Circle one</i>	8. COMMUNITY Please rate the highest level from the past 30 days
0	No evidence of problems with functioning in the community.
1	Mild problems with functioning in the community. Child's behavior has raised the concerns of some community members and/or institutions.
2	Moderate to severe problems with functioning in the community. Child has difficulty maintaining his/her behavior in order to avoid sanctions from community members and/or institutions.
3	Profound problems with functioning in the community. Child is at immediate risk of being removed from the community.

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<i>Circle one</i>	9. SCHOOL BEHAVIOR Please rate the highest level from the <i>past 30 days</i>
0	Child is behaving well in school.
1	Child is behaving adequately in school, although some behavior problems exist.
2	Child is having moderate behavioral problems at school. He/she is disruptive and may have received sanctions including suspensions.
3	Child is having severe problems with behavior in school. He/she is frequently disruptive or severely disruptive. School placement may be in jeopardy due to the child's behaviors.

<i>Circle one</i>	10. SCHOOL ACHIEVEMENT Please rate the highest level from the <i>past 30 days</i>
0	Child is doing well in school.
1	Child is doing adequately in school although some problems with achievement exist.
2	Child is having moderate problems with school achievement. He/she may be failing some subjects.
3	Child is having severe achievement problems. He/she may be failing most subjects, or is more than one year behind same age peers in school achievement.

<i>Circle one</i>	11. SCHOOL ATTENDANCE Please rate the highest level from the <i>past 30 days</i>
0	Child attends school regularly.
1	Child has some problems attending school but generally goes to school. May miss up to one day per week on average, or may have had moderate to severe problem during the past six months, but has been attending school regularly during the past month.
2	Child is having problems with school attendance. He/she is missing at least two days each week on average.
3	Child is generally truant, or refuses to go to school.

12. Comments on LIFE DOMAIN FUNCTIONING	

CHILD BEHAVIORAL/EMOTIONAL NEEDS

<i>Circle one</i>	13. PSYCHOSIS Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or suspicion of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
2	Clear evidence of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
3	Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder which places the child or others at risk of physical harm.

<i>Circle one</i>	14. IMPULSIVITY/HYPERACTIVITY Please rate based on the <i>past 30 days</i>
0	No evidence
1	Some problems with impulsive, distracted or hyperactive behavior that places the child at risk of future difficulty in functioning.
2	Clear evidence of problems with impulsive, distracted, or hyperactive behavior that interferes with the child's ability to function in at least one life domain.
3	Clear evidence of a dangerous level of impulsive behavior that places the child at risk of physical harm.

<i>Circle one</i>	15. DEPRESSION Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or suspicion of depression, or mild to moderate depression, associated with a recent negative life event with minimal impact on life domain functioning.
2	Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered significantly in the child's ability to function in at least one life domain.
3	Clear evidence of overwhelming depression that is disabling for the child in all life domains.

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Circle one	16. ANXIETY Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or suspicion of anxiety problems, or mild to moderate anxiety associated with a recent negative life event.
2	Clear evidence of anxiety associated with either anxious mood or significant fearfulness. Anxiety has interfered significantly in the child's ability to function in at least one life domain.
3	Clear evidence of a debilitating level of anxiety that is disabling in all life domains.

Circle one	17. OPPOSITIONAL Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or recent onset (within the past 6 weeks) of defiance towards authority figures.
2	Clear evidence of oppositional and/or defiant behavior towards authority figures which is currently interfering with the child's functioning in at least one life domain. This behavior causes emotional harm to others.
3	Clear evidence of a dangerous level of oppositional behavior involving the threat of physical harm to others.

Circle one	18. CONDUCT Please rate the highest level from the <i>past 30 days</i>
0	No evidence
1	History or suspicion of problems associated with antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property or animals.
2	Clear evidence of antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals.
3	Evidence of a severe level of aggressive or antisocial behavior, as described above, that places the child or community at significant risk of physical harm due to these behaviors.

Circle one	19. ADJUSTMENT TO TRAUMA Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or suspicion of problems associated with traumatic life event/s.
2	Clear evidence of adjustment problems associated with traumatic life event/s. Adjustment is interfering with the child's functioning in at least one life domain.
3	Clear evidence of symptoms of Post Traumatic Stress Disorder, which may include flashbacks, nightmares, significant anxiety, and intrusive thoughts of the trauma experience.

Circle one	20. EMOTIONAL CONTROL Please rate based on the <i>past 30 days</i>
0	No evidence of any significant emotional control problems.
1	Some problems controlling emotions. Child may sometimes become verbally aggressive when frustrated. Peers and family may be aware of and may attempt to avoid stimulating angry outbursts.
2	Moderate emotional control problems. Child's temper has gotten him/her in significant trouble with peers, family and/or school. Anger may be associated with physical violence. Others are likely quite aware of unstable emotions.
3	Severe emotional control problems. Child is unable to regulate his/her emotions. Others likely fear him/her.

Circle one	21. SUBSTANCE USE Please rate the highest level from the <i>past 30 days</i>
0	No evidence
1	History or suspicion of substance use.
2	Clear evidence of substance abuse that interferes with functioning in any life domain.
3	Child requires detoxification, or is addicted to alcohol and/or drugs. Include here a child/youth who is intoxicated at the time of the assessment (i.e., currently under the influence).

Circle one	22. EATING DISTURBANCE - These symptoms include problems with eating including disturbances in body image, refusal to maintain normal body weight, recurrent episodes of binge eating and hoarding food. These ratings are consistent with DSM-IV Eating Disorders. Please rate the highest level from the <i>past 30 days</i>
0	This rating is for a child with no evidence of eating disturbances.
1	This rating is for a child with a mild level of eating disturbance. This could include some preoccupation with weight, calorie intake, or body size or type when of normal weight or below weight. This could also include some binge eating patterns.
2	This rating is for a child with a moderate level of eating disturbance. This could include a more intense preoccupation with weight gain or becoming fat when underweight, restrictive eating habits or excessive exercising in order to maintain below normal weight, and/or emaciated body appearance. This level could also include more notable binge eating episodes that are followed by compensatory behaviors in order to prevent weight gain (e.g., vomiting, use of laxatives, excessive exercising). This child may meet criteria for a DSM-IV Eating Disorder (Anorexia or Bulimia Nervosa).
3	This rating is for a child with a more severe form of eating disturbance. This could include significantly low weight where hospitalization is required or excessive binge-purge behaviors (at least once per day).

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23. Comments on CHILD BEHAVIORAL/EMOTIONAL NEEDS**CHILD RISK BEHAVIORS**

<i>Circle one</i>	24. SUICIDE RISK <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History but no recent ideation or gesture.
2	Recent ideation or gesture but not in past 24 hours.
3	Current ideation and intent, or command hallucinations that involve self-harm.

<i>Circle one</i>	25. SELF-MUTILATION <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of self-mutilation.
2	Engaged in self mutilation that does not require medical attention.
3	Engaged in self mutilation that requires medical attention.

<i>Circle one</i>	26. OTHER SELF HARM <i>Please rate the highest level from the past 30 days</i>
0	No evidence of behaviors other than suicide or self-mutilation that place the child at risk of physical harm.
1	History of behavior other than suicide or self-mutilation that places child at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the child.
2	Engaged in behavior other than suicide or self-mutilation that places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior.
3	Engaged in behavior other than suicide or self-mutilation that places him/her at immediate risk of death. This includes reckless behavior or intentional risk-taking behavior.

<i>Circle one</i>	27. DANGER TO OTHERS <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of homicidal ideation, physically harmful aggression or fire setting that has put self or others in danger of harm.
2	Recent homicidal ideation, physically harmful aggression, or dangerous fire setting, but not within past 24 hours.
3	Acute homicidal ideation with a plan, physically harmful aggression, or command hallucinations that involve harm to others. Or, the child set a fire that placed others at significant risk of harm.

<i>Circle one</i>	28. SEXUAL AGGRESSION <i>Please rate the highest level from the past 30 days</i>
0	No evidence of any history of sexually aggressive behavior. No sexual activity with younger children, non-consenting others, or children not able to understand consent.
1	History of sexually aggressive behavior (but not within past year) or sexually inappropriate behavior within the past year that troubles others such as harassing talk or excessive masturbation.
2	Child is engaged in sexually aggressive behavior within the past year but not in the past 30 days.
3	Child has engaged in sexually aggressive behavior within the past 30 days.

<i>Circle one</i>	29. RUNAWAY <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of running away from home, or other settings, involving at least one overnight absence at least 30 days ago.
2	Recent runaway behavior or ideation but not within the past 7 days.
3	Acute threat to run away, as manifest by either recent attempts or significant ideation about running away. Or, the child is currently a runaway.

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<i>Circle one</i>	30. DELINQUENT BEHAVIOR Please rate the highest level from the past 30 days
0	No evidence
1	History of delinquency, but no acts of delinquency within past 30 days.
2	Recent acts of delinquency.
3	Severe acts of delinquency which place others at risk of significant loss or injury, or place child at risk of adult sanctions.

<i>Circle one</i>	31. JUDGMENT Please rate the highest level from the past 30 days
0	No evidence of problems with judgment or poor decision making that result in harm to development and/or well-being.
1	History of problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being. For example, a child who has a history of hanging out with other children who shoplift.
2	Problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being.
3	Problems with judgment that place the child at risk of significant physical harm.

<i>Circle one</i>	32. FIRE SETTING Please rate the highest level from the past 30 days
0	No evidence
1	History of fire setting but not within the past six months.
2	Recent fire setting behavior (during the past six months) but not of the type that endangered the lives of others, or repeated fire-setting behavior over a period of at least two years, even if not within the past six months.
3	Acute threat of fire setting. Has set fire that endangered the lives of others (e.g. attempting to burn down a house).

<i>Circle one</i>	33. SOCIAL BEHAVIOR Please rate the highest level from the past 30 days
0	No evidence of problematic social behavior. Child does not engage in behavior that forces adults to sanction him/her.
1	Mild level of problematic social behavior. This might include occasional inappropriate social behaviors that force adults to sanction the child. Infrequent inappropriate comments to strangers or unusual behavior in social settings might be included in this level.
2	Moderate level of problematic social behavior. Social behavior causes problems in the child's life. Child may be intentionally getting in trouble in school or at home.
3	Severe level of problematic social behavior. This level would be indicated by frequent serious social behavior that forces adults to seriously and/or repeatedly sanction the child. Social behaviors are sufficiently severe that they place the child at risk of significant sanctions (e.g. expulsion from school, removal from the community).

<i>Circle one</i>	34. BULLYING Please rate the highest level from the past 30 days
0	Youth has never engaged in bullying at school or in the community.
1	Youth has been involved with groups that have bullied other youth, either in school or in the community; however, youth has not had a leadership role in these groups.
2	Youth has bullied other youth in school or in the community. Youth has either bullied the other youth individually or led a group that bullied other youth.
3	Youth has repeatedly utilized threats or actual violence when bullying others in school and/or in the community.

<i>Circle one</i>	35. EXPLOITED - This item is used to examine a history and level of current risk for exploitation which includes being bullied or taken advantage of by others. Please rate the highest level from the past 30 days
0	This level indicates a person with either no history of exploitation OR no evidence of recent exploitation and no significant history of victimization within the past year. The person may have been robbed or burglarized on one or more occasions in the past, but no pattern of victimization exists. Person is not presently at risk for re-victimization.
1	This level indicates a person with a history of exploitation, but who has not been exploited to any significant degree during the past year. Person is not presently at risk for re-victimization.
2	This level indicates a person who has been recently exploited (within the past year) but is not at acute risk of re-exploitation. This might include experiences of physical or sexual abuse, significant psychological abuse by family or friends, extortion or violent crime.
3	This level indicates a person who has been recently exploited and has an acute risk of re-exploitation. Examples include working as a prostitute and living in an abusive relationship.

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36. Comments on CHILD RISK BEHAVIORS**ACCULTURATION**

<i>Circle one</i>	37. LANGUAGE <i>This item includes both spoken and sign language.</i>
0	Child and family speak English well.
1	Child and family speak some English, but potential communication problems exist because of limited vocabulary or comprehension of the nuances of the language.
2	Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention; a qualified individual can be identified within the family's natural support system.
3	Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention, but no such individual is available from among family's natural support system.

<i>Circle one</i>	38. IDENTITY <i>Cultural identity refers to the child's view of his or her membership in a specific cultural group. This cultural group may be defined by a number of factors including race, religion, ethnicity, geography or lifestyle.</i>
0	Child has clear and consistent cultural identity and is connected to others who share his/her cultural identity.
1	Child is experiencing some confusion or concern regarding cultural identity.
2	Child has significant struggles with his/her own cultural identity or may have cultural identity, but does not have connections with others who share this culture.
3	Child has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity.

<i>Circle one</i>	39. RITUAL <i>Cultural rituals are activities and traditions, including the celebration of culturally specific holidays such as Kwanzaa, Cinco de Mayo, etc. Rituals also may include daily activities that are culturally specific (e.g. praying toward Mecca at certain times of day, eating specific foods, access to media).</i>
0	Child and family are consistently able to practice rituals consistent with their cultural identity.
1	Child and family are generally able to practice rituals consistent with their cultural identity; however, they sometimes experience some obstacles in the performance of these rituals.
2	Child and family experience significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity.
3	Child and family are unable to practice rituals consistent with their cultural identity.

<i>Circle one</i>	40. KNOWLEDGE CONGRUENCE <i>This item refers to a family's knowledge about their children's needs and strengths in comparison to the prevailing professional/helping cultural perspective (s).</i>
0	There is no evidence of differences/disagreements between the family's knowledge of needs and strengths and the prevailing professional/helping cultural view(s), i.e., the family's view of the child is congruent with the prevailing professional/helping cultural perspective(s).
1	Small or mild differences between the family's knowledge and the prevailing professional/helping cultural perspective(s), but these disagreements do not interfere with the family's ability to meet its needs.
2	Disagreement between the family's knowledge and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those who work with them.
3	Significant disagreement in terms of knowledge between the family and the prevailing professional/helping cultural perspective(s) that places the family in jeopardy of significant problems or sanctions.

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Circle one	41. HELP SEEKING CONGRUENCE This item refers to a family's approach to help seeking behavior in comparison to the prevailing professional/helping cultural perspective(s).
0	No evidence of differences/disagreements between the family's approach to help seeking and the prevailing professional/helping cultural view(s), i.e. the family's approach is congruent with prevailing professional/helping cultural perspective(s) on help seeking behavior.
1	Small or mild differences between the family's help seeking beliefs and behavior and the prevailing professional/helping cultural perspective(s), but these disagreements do not interfere with the family's ability to meet its needs.
2	Disagreement between the family's help seeking beliefs and/or behavior and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those working with them.
3	Significant disagreement in terms of help seeking beliefs or behaviors between the family and the prevailing professional/helping cultural perspective(s) places the family in jeopardy of significant problems or sanctions.

Circle one	42. EXPRESSION OF DISTRESS This item refers to a family's style of expressing distress in comparison to the prevailing professional/helping cultural perspective(s).
0	No evidence of differences/disagreements between the way the family expresses distress and the prevailing professional/helping cultural view(s), i.e. family's style of expressing distress is congruent with prevailing professional/helping cultural perspective(s).
1	Small or mild differences between the way the family expresses distress and the prevailing professional/helping cultural perspective(s) but these disagreements do not interfere with the family's ability to meet its needs.
2	Disagreement between the way the family expresses distress and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those who work with them.
3	Dramatic disagreement in terms of the way the family expresses distress and the prevailing professional/helping cultural perspective(s) places the family in jeopardy of significant problems or sanctions.

43. Comments on ACCULTURATION

(This space for provider use) _____

TRANSITION TO ADULthood

The following items are required for youth 14 years, 6 months and older. However, any of these items can be rated regardless of age if they represent a need for a specific youth.

<i>Circle one</i>	44. INDEPENDENT LIVING SKILLS - <i>This rating focuses on the presence or absence of skills and impairments in independent living abilities, or on the child's readiness to take on those responsibilities. Please rate the highest level from the past 30 days.</i>
0	This level indicates a person who is fully capable of independent living. No evidence of any deficits or barriers that could impede maintaining own home.
1	This level indicates a person with mild impairment of independent living skills. Some problems exist concerning the maintenance of reasonable cleanliness, diet and so forth. Problems with money management may occur at this level. These problems are generally addressable with training or supervision.
2	This level indicates a person with moderate impairment of independent living skills. Notable problems completing tasks necessary for independent living are apparent. Difficulty cooking, cleaning, and managing him- or herself when unsupervised would be common at this level. Problems are generally addressable with in-home services and supports.
3	This level indicates a person with profound impairment of independent living skills. This individual would be expected to be unable to live independently given their current status. Problems require a structured living environment.
NA	Not applicable

<i>Circle one</i>	45. TRANSPORTATION - <i>This item is used to rate the level of transportation required to ensure that the individual could effectively participate in his/her own treatment and in other life activities. Only unmet transportation needs should be rated here. Please rate the highest level from the past 30 days.</i>
0	The individual has no unmet transportation needs.
1	The individual has occasional unmet transportation needs (e.g., appointments). These needs would be no more than weekly and do not require a special vehicle.
2	The individual has occasional transportation needs that require a special vehicle, or frequent transportation needs (e.g., daily to work or therapy) that do not require a special vehicle.
3	The individual requires frequent (e.g., daily to work or therapy) transportation in a special vehicle.
NA	Not applicable

<i>Circle one</i>	46. PERSONALITY DISORDER - <i>This rating identifies the presence of any DSM-IV Axis II personality disorder for youth 18 years old and older.</i>
0	No evidence of symptoms of a personality disorder.
1	Evidence of a mild degree, probably sub-threshold, for the diagnosis of a personality disorder. For example, mild but consistent dependency in relationships might be noted here, or, there is some evidence of antisocial or narcissistic behavior. An unconfirmed suspicion of the presence of a diagnosable personality disorder would be rated here.
2	Personality issues interfere with the individual's functioning in multiple life domains. Evidence of sufficient degree of impact to warrant a DSM-IV Axis II diagnosis.
3	Evidence of a severe personality disorder that has significant implications for the individual's long-term functioning. Personality disorder dramatically interferes with the individual's ability to function independently.
NA	Not applicable

<i>Circle one</i>	47. PARENTING ROLES - <i>This item is intended to rate the individual in any caregiver roles. For example, an individual with a son or daughter or an individual responsible for an elderly parent or grandparent would be rated here. Include pregnancy as a parenting role. Please rate the highest level from the past 30 days.</i>
0	Individual has a parenting role, and he/she is functioning appropriately in that role.
1	The individual has responsibilities as a parent but occasionally experiences difficulties with this role.
2	The individual has responsibilities as a parent, and either the individual is struggling with these responsibilities, or, these issues are currently interfering with the individual's functioning in other life domains.
3	The individual has responsibilities as a parent and is currently unable to meet these responsibilities. Or, these responsibilities make it impossible for the individual to function in other life domains. The individual has the potential to abuse or be neglectful in his/her parenting.
NA	Not applicable. Individual is not a parent.

(This space for provider use) _____

Circle one	48. MEDICATION ADHERENCE - <i>This rating focuses on the individual's level of willingness or ability to collaborate and participate in taking prescribed medications. Please rate the highest level from the past 30 days.</i>
0	This level indicates a person who collaborates and takes any prescribed medications as prescribed and without reminders, or a person who is not currently on any medication.
1	This level indicates a person who usually collaborates and will take prescribed medications routinely, but who sometimes needs reminders to take medication regularly. Also, a history of inability or unwillingness to take medication as prescribed, but no current problems would be noted here.
2	This level indicates a person who is periodically unable or unwilling collaborate or take medication as prescribed. This person may be resistant to taking prescribed medications, or this person may tend to overuse his or her medications. He/she might adhere to prescription plans for periods of time (1-2 weeks) but generally does not sustain taking medication following the prescribed dose or protocol.
3	This level indicates a person who does not collaborate and has refused to take prescribed medications during the past 30-day period. Or, a person who has abused his or her medications to a significant degree (i.e., overdosing or over using medications to a dangerous degree) would be noted here.
NA	Not applicable

Circle one	49. EDUCATIONAL ATTAINMENT - <i>This rates the degree to which the individual has completed his/her planned education. Please rate the highest level from the past 30 days.</i>
0	Individual has achieved all educational goals. Or, individual has no educational goals and educational attainment has no impact on lifetime vocational functioning.
1	Individual has set educational goals and is currently making progress towards achieving them.
2	Individual has set educational goals but is currently not making progress towards achieving them.
3	Individual has no educational goals and lack of educational attainment interferes with individual's lifetime vocational functioning.
NA	Not applicable

Circle one	50. FINANCIAL RESOURCES <i>This item refers to the income and other sources of money available to an individual that can be used to address individual and family needs.</i>
0	No difficulties. Individual has financial resources necessary to meet needs.
1	Mild difficulties. Individual has financial resources necessary to meet most needs; however, some limitations exist.
2	Moderate difficulties. Individual has financial difficulties that limit his/her ability to meet significant family needs.
3	Significant difficulties. Individual is experiencing financial hardship, poverty.
NA	Not applicable

51. Comments on TRANSITION TO ADULTHOOD**CHILD STRENGTHS**

Circle one	52. FAMILY <i>Please rate the highest level from the past 30 days.</i>
0	Family has strong relationships, and communication is excellent.
1	Family has some good relationships, and communication is good.
2	Family needs some assistance to develop stronger relationships and/or strengthen their ability to communicate.
3	Family needs significant assistance to develop relationships and their ability to communicate, or the child has no identified family.

(This space for provider use) _____

Circle one	53. INTERPERSONAL Please rate the highest level from the <i>past 30 days</i>
0	Child has well-developed interpersonal skills and healthy friendships.
1	Child has good interpersonal skills and has shown the ability to develop healthy friendships.
2	Child needs assistance in learning to develop good interpersonal skills and/or healthy friendships.
3	Child needs significant help in learning to develop interpersonal skills and healthy friendships.

Circle one	54. OPTIMISM Please rate the highest level from the <i>past 30 days</i>
0	Child has a strong and stable optimistic outlook on his/her life.
1	Child is generally optimistic.
2	Child has difficulty maintaining a positive view of him/herself and his/her life. Child's outlook may vary from overly optimistic to overly pessimistic.
3	Child has difficulties seeing <i>anything</i> positive about him/herself or his/her life.

Circle one	55. EDUCATIONAL Please rate the highest level from the <i>past 30 days</i>
0	The school works closely with child and family to identify and successfully address the child's educational needs, or, the child excels in school.
1	The school works with child and family to identify and address the child's educational needs, or, the child likes school.
2	The school is currently unable to adequately address the child's needs.
3	The school is unable and/or unwilling to work to identify and address the child's needs.

Circle one	56. VOCATIONAL Please rate the highest level from the <i>past 30 days</i>
0	Child has vocational skills and work experience.
1	Child has some vocational skills or work experience.
2	Child has some prevocational skills.
3	Child needs significant assistance to develop vocational skills.

Circle one	57. TALENTS/INTERESTS Please rate the highest level from the <i>past 30 days</i>
0	Child has a talent that provides him/her with pleasure and/or self esteem.
1	Child has a talent, interest, or hobby that has the potential to provide him/her with pleasure and self esteem.
2	Child has identified interests, but needs help to convert those interests into a talent or hobby.
3	Child has no identified talents, interests or hobbies.

Circle one	58. SPIRITUAL/RELIGIOUS Please rate the highest level from the <i>past 30 days</i>
0	Child receives comfort and support from religious and/or spiritual beliefs and practices.
1	Child is involved in a religious community whose members provide support.
2	Child has expressed some interest in religious or spiritual belief and practices.
3	Child has no identified religious or spiritual beliefs, nor does the child show any interest in these pursuits.

Circle one	59. COMMUNITY LIFE Please rate the highest level from the <i>past 30 days</i>
0	Child is well-integrated into his/her community. He/she is a member of community organizations and has positive ties to the community.
1	Child is somewhat involved with his/her community.
2	Child has an identified community but has only limited ties to that community.
3	Child has no identified community of which he/she is a member.

Circle one	60. RESILIENCY. This rating refers to the child or youth's ability to recognize his or her strengths and use them in times of need or to support his or her own development. Please rate the highest level from the <i>past 30 days</i>
0	Child is able to recognize and use his/her strengths for healthy development and to solve problems.
1	Child has limited ability to recognize and use his/her strengths to support healthy development and/or to solve problems.
2	Child recognizes his/her strengths, but is not yet able to use them to support his or her healthy development or to solve problems.
3	Child fails to recognize his/her strengths and is therefore unable to utilize them.

(This space for provider use) _____

61. Comments on CHILD STRENGTHS**CAREGIVER RESOURCES & NEEDS**

Caregivers are rated by household. The needs and resources of multiple caregivers are combined based on how they affect care giving. These items are non-applicable (N/A) for youth living independently of any caregiver.

Caregiver Name: _____ Relationship to Child: _____

<i>Circle one</i>	62. MEDICAL/PHYSICAL Please rate the highest level from the <i>past 30 days</i>
0	Caregiver is generally healthy.
1	Caregiver is in recovery from medical/physical problems.
2	Caregiver has medical/physical problems that interfere with their capacity to parent.
3	Caregiver has medical/physical problems that make it impossible for them to parent at this time.
N/A	Not applicable

<i>Circle one</i>	63. MENTAL HEALTH Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has no mental health needs.
1	Caregiver is in recovery from mental health difficulties.
2	Caregiver has some mental health difficulties that interfere with their capacity to parent.
3	Caregiver has mental health difficulties that make it impossible for them to parent at this time.
N/A	Not applicable

<i>Circle one</i>	64. SUBSTANCE USE Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has no substance use needs.
1	Caregiver is in recovery from substance use difficulties.
2	Caregiver has some substance use difficulties that interfere with their capacity to parent.
3	Caregiver has substance use difficulties that make it impossible for them to parent at this time.
N/A	Not applicable

<i>Circle one</i>	65. DEVELOPMENTAL Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has no developmental needs.
1	Caregiver has developmental challenges, but these do not currently interfere with parenting.
2	Caregiver has developmental challenges that interfere with their capacity to parent.
3	Caregiver has severe developmental challenges that make it impossible for them to parent at this time.
N/A	Not applicable

<i>Circle one</i>	66. FAMILY STRESS Please rate the highest level from the <i>past 30 days</i>
0	Caregiver able to manage the stress of child/children's needs.
1	Caregiver has some problems managing the stress of child/children's needs.
2	Caregiver has notable problems managing the stress of child/children's needs. This stress interferes with their capacity to provide care.
3	Caregiver is unable to manage the stress associated with child/children's needs. This stress prevents caregiver from parenting.
N/A	Not applicable

(This space for provider use) _____

Circle one	67. RESIDENTIAL STABILITY Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has stable housing for the foreseeable future.
1	Caregiver has relatively stable housing, but either has moved within the past three months, or there are indications of housing problems that might force them to move within the next three months.
2	Caregiver has moved multiple times during the past year. Housing is unstable.
3	Caregiver has experienced periods of homelessness during the past six months.
N/A	Not applicable

Circle one	68. SUPERVISION Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has good monitoring and discipline skills.
1	Caregiver generally provides adequate supervision. May need occasional help or technical assistance.
2	Caregiver reports difficulties monitoring and/or disciplining child. Caregiver needs assistance to improve supervision skills.
3	Caregiver is unable to monitor or discipline the child. Caregiver requires immediate and continuing assistance. Child is at risk of harm due to absence of supervision.
N/A	Not applicable

Circle one	69. INVOLVEMENT Please rate the highest level from the <i>past 30 days</i>
0	Caregiver is able to act as an effective advocate for child.
1	Caregiver has history of seeking help for their child. Caregiver is open to receiving support, education, and information.
2	Caregiver does not wish to participate in services and/or interventions intended to assist their child.
3	Caregiver wishes for child to be removed from their care.
N/A	Not applicable

Circle one	70. ORGANIZATION Please rate the highest level from the <i>past 30 days</i>
0	Caregiver is well organized and efficient.
1	Caregiver has minimal difficulties organizing and maintaining household to support needed services. For example, they may be forgetful about appointments or occasionally fails to return case manager calls.
2	Caregiver has moderate difficulty organizing and maintaining household to support needed services.
3	Caregiver is unable to organize household to support needed services.
N/A	Not applicable

Circle one	71. SOCIAL RESOURCES Please rate the highest level from the <i>past 30 days</i>
0	Caregiver has significant social network, family and friends who actively help with child rearing.
1	Caregiver has some social network, family or friends who actively help with child rearing.
2	Caregiver has some access to a social network of family or friends who may be able to help with child rearing.
3	Caregiver has no family or social network that may be able to help with child rearing.
N/A	Not applicable

Circle one	72. FINANCIAL RESOURCES - This item refers to the income and other sources of money available to caregivers that can be used to address family need. Please rate the highest level from the <i>past 30 days</i> (This item is not applicable to individuals living independently).
0	No difficulties. Caregiver has financial resources necessary to meet needs.
1	Mild difficulties. Caregiver has financial resources necessary to meet most needs; however, some limitations exist.
2	Moderate difficulties. Caregiver has financial difficulties that limit their ability to meet significant family needs.
3	Significant difficulties. Caregiver is experiencing financial hardship, poverty.
NA	Not applicable

(This space for provider use) _____

73. Comments On CAREGIVER RESOURCES and NEEDS**DIAGNOSES****DSM - IV DIAGNOSES:**

74. AXIS I	Clinical disorders
75. AXIS II	Personality disorders; mental retardation
76. AXIS III	General medical conditions
77. AXIS IV	Psychosocial and environmental problems
78. AXIS V	GAF

<i>Circle one</i>	79. DIAGNOSTIC CERTAINTY <i>This item refers to the degree to which the symptoms are clear and consistent with a specific psychiatric diagnosis or diagnoses. Concerns regarding certainty could revolve around issues such as inconsistent symptom presentation, the presence of behavioral health or medical rule outs, etc.</i>
0	The child's behavioral health (i.e. mental health and substance abuse) diagnoses are clear and there is no doubt as to the correct diagnoses. Symptom presentation is clear.
1	Although there is some confidence in the accuracy of the child's diagnoses, the child's symptom presentation is sufficiently complex, raising concerns that the diagnoses may not be accurate.
2	There is substantial concern about the accuracy of the child's medical diagnoses due to the complexity of the child's presentation of symptoms.
3	It is currently not possible to accurately diagnose the child's behavioral health condition(s)

<i>Circle one</i>	80. PROGNOSIS <i>This item refers to the child's expected trajectory of recovery based on their current diagnosis, symptoms and functioning when compared with children having similar diagnostic, symptomatic, and functioning presentations.</i>
0	Behavioral health problems began during the past six months, and there is a clear stressor to which they can be attributed.
1	Behavioral health problems have been ongoing, but resolution can be anticipated within the next year.
2	Behavioral health problems have been ongoing and are anticipated to continue to be a problem for at least another year.
3	Behavioral health problems have been ongoing and are anticipated to continue through to adulthood.

(This space for provider use) _____

81. Comments On DIAGNOSES

82. Summary

Clinician name, degree (print): _____

Clinician signature: _____

Date: _____

☐ Complete

☐ Incomplete but Final

If incomplete, reason for incompleteness:

☐ Client did not return

☐ Other: _____